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**Determinants of Child labour and Its Effects on the Children's
Schooling: the Case of Mekelle city, Tigray, Ethiopia**

By

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Mekelle, Ethiopia

Declaration

The thesis entitled “**Determinants of child labour and its effects on the Children’s schooling: the case of Mekelle city, Tigray, Ethiopia**” is my original work and has not been presented for a degree, diploma or fellowship to any other university and that all the sources of materials used for the thesis have been dully acknowledged.

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Certification

This is to certify that, this thesis entitled “**Determinants of child labour and its effects on the Children’s schooling:the case of Mekelle city, Tigray, Ethiopia**” submitted in partial fulfillment of the requirements for the award of Masters Degree in Development studies done by **Gebremedhin Hagos ID.No. CBE/PR050/04** is submitted with my approval as his thesis advisor.

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ACRONYMS

CSA	Central Statistical Agency
CSAE	Centre for the Study of Africa Economics
ILO	International Labour Office
ICCLE	International Centre on Child Labour and Education
MDGs	Millennium Development Goals
PINE	People in Need Ethiopia
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund.

Abstract

This study attempted to assess the Determinants of child labour and its effects on the Children's schooling: the case of Mekelle city, Tigray, Ethiopia. The objective of the study was to identify the working conditions of child labourers, to assess the factors that determine children decision to participation in work, school or a combination of them and also to assess the effect of child labour on the children's schooling. The study conducted using 120 child labourers' respondents. Both quantitative and qualitative data were collected by using survey method and focus group discussion. The findings of the study indicate that nearly all the child workers that participated in the study were with disadvantaged background involving coming from poor families, some being orphaned and having migrated from other parts of Tigray as well as from neighboring Amhara region to Mekelle. And also the study finding showed that child workers that participated in the study were normally working for long hours, on average 11.15hoursper day under conditions deprived of meaningful educational opportunities that could open up for them better future. Hence, the majority of the child labourers in this study found either illiterate or school drop outs, therefore policy measures that resort child workers from work to school should be put in place so as to make public schools well equipped and attractive to children and their parents.

KEY WORDS: Child labour, child labour determinants, School Attainment

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Chapter one: Introduction

1.1 Background of the Study

Child labour is a worldwide problem stemming mainly from socio economic roots (save the children, 2003). Despite the fact that the international labour conventions and different nation's legislations to protect children from economic exploitation, the practice still continues to prevail and becoming a structural part of many economies in both the formal and informal sectors throughout the world especially in developing countries(Assefa, 2000).

Many types of works are done by children including agricultural work, domestic service, home based work, work in factories and shops, street selling, mining and quarrying, construction, pornography industry, and a wide range of other activities (UNICEF, 2006, cited in PINE, 2009). However not all work is harmful to children; it is considered tolerable only when it's not hazardous to children's mental, physical, social or moral development and not interferes with their schooling (ILO, 1999; ILO, 2004; Rickey, 2009). Available studies suggest that light work or non hazardous work can have positive outcomes for child development because it provides labour market experience, build confidence in children and provides some financial supply or means for poverty stricken family (Bunnak, 2007; Rickey, 2009; ILO, 2002).

The number of children working in the world today is higher than most people think, although it is difficult to obtain anything more than an educated global estimate. This is firstly because many kinds of child labour are underreported, and secondly because many countries have no desire or incentive to publicize how many of their young people work (ILO, 2004). Nevertheless, by using statistical techniques ILO estimated that there were some 306 million children ages 5 to 17 in the world in 2008 and some 215 million children trapped in child labour across the world with 115 million in the worst forms. In the age group 5 to 14 years almost 153 million children were engaged in child labour in the four years trends covered between 2004 -2008 and there were an increase in hazardous work among the children 15 to 17 years of age.

In ILO's 2008 Global child labour estimate highlights that Asia and the Pacific region has the largest numbers of child labourers (113.6 million) in absolute terms, followed by Sub-Saharan Africa region (65.1 million) and Latin America and the Caribbean region (14.1 million). However, in terms of the relative extent, the incidence of child labour is highest in Sub-Saharan Africa, where one in four children and adolescents are child labourers, compared to around one in eight in Asia and the Pacific and one in ten in Latin America and the Caribbean.

According to (ILO, 2002; Mazhar, 2008; Rena, et al, 2009; Moyi, 2010) a number of factors are responsible for the high incidence of child labour in developing countries, they considered child labour as a consequence poverty-related factors including economic stagnation, illiteracy, powerlessness, war, famine, orphan hood, rapid spread of HIV/AIDS and deficient Economic and Educational Policies for child labour. It is argued that households that do not have enough resources to sustain the family, have no a choice but forced their children to work as labourers to make ends meet. In such cases, size of the household is important in determining children's labour activities and educational opportunities. High fertility increases the chances that children from large families have to do work to support household income. Quality and Limited access to schooling is also among the factors identified as encouraging child labour. Brown et al. (2002) also identified that parental education played a persistent, powerful and negative role in the family's decision to put a child to work. The more years of school both mothers and fathers have, the more likely they are to devote their children's time exclusively to school, even controlling for household income. Those in favour of this line of argument also call for expansion of primary schooling as a deterrent to child labour (Getinet et al, 2007).

As Udry (2003) and Priyambada et al (2005) argued, the related primary cost of child work is the associated reduction in investment in the child's human Capital, which occurs mainly because child labour interferes with schooling either forcing them to drop out of schools or making learning process in schools ineffective. A working child may still be enrolled in school but being enrolled in school does not ensure the time is spent in class. Moreover, despite school enrolment, working could reduce the children's energy to study properly and do their homework. If children have to work, then they are less likely to attend primary or secondary school, resulting in a

persistent cycle of poverty that spans generations (Sakurai, 2006). In general, several studies confirm that working has a negative impact on the rate of school participation for children.

Ethiopia has ratified the UN convention on the right of the child and included provisions in its constitution on basic rights and privileges of children. Also Ethiopia has signed the ILO convention on required minimum age (No.138) in 1999 (CSA, 2001). And the labour proclamation of Ethiopia (No.42/93) stipulates that children below 14 years are not allowed to work and employment of children between 14 and 18 years is also subject to certain conditions, such as maximum of seven working hours per day, prohibition of overtime work, night work and provision of weekly rest and public days.

The 2001 national child labour survey by Ethiopian central statistics Agency (CSA) showed that based on over 18 million children aged 5-17, about 85 percent the country's children are engaged in some kind of productive activities which depriving most children from schooling, which was only 38 percent of them were attending school 41 percent them were never went to school. Moreover the survey result indicated that children residing in rural areas had a higher chance of being engaged in productive work than residing in urban areas; the majority (85 percent) of the children in rural areas who engaged in productive activities were in the agricultural sector and related activities such as herding cattle, helping adults in farming, while in urban areas significant number of children were engaged in elementary occupations like street vending, shoe shining, messenger services, daily labour or in mining, construction, manufacturing, in transport activities etc.

The major factors that make Ethiopian children to stay out of school in the early age and to force them in the labour market mainly include poverty, family problems and migration and from point of view of demand in the labour market child labour is cheap and easy to access compared to the adult workers who have the relative advantage of bargaining the terms of employment in the labour market (PINE, 2009).

1.2 Statement of the problem

As the international community relies around the Millennium Development Goals as a comprehensive vision for development, child labour stands as a serious obstacle to achieving a number of the goals including poverty reduction, most directly child labour has obvious implication for meeting the goal of universal primary education (Betcherman, et al, 2004).

Child labour is rooted in poverty and its relation to education is often considered two sides of the same coin (Sakurai, 2006). It is a result of current poverty and a cause of continued poverty for the children who sacrifice their education in order to work (Udry, 2003). It interferes with the human capital development of children by either forcing children to drop out of schools or making learning process in schools ineffective (Priyambada et al (2005). Consequently it drops the future earnings of the child, the explanation behind that is the low current incomes of their families keeps poor children out of school and thus perpetuates heir poverty into the next generation (Ravalizon et al, 1999).

Child labour is widespread problem in developing countries. In the sub Saharan Africa and South Asian countries typically school enrolment is low and child labour is wide spread. And child labour in these countries affects school performance as children miss important lessons and fall behind academically (Ravinder, 2009). Just like other developing countries, child labour is necessary for family survival in Ethiopia. A large number of individuals enter the labour market below the age of 15 and with little or no formal education (Guarcello et al, 2007). In general, Ethiopian children start participating in work activities at an early age (as early as five years old) and many of them without getting the chance to attend school (CSA, 2001).

So far, some studies have been undertaken to investigate the child labour in Ethiopia. For instance Solomon (2006) and Addisu (2008) in their studies child labour in the informal sector in Addis Ababa city: they found that child labour has negative impact on the holistic personality of the child, which is physical, health and psychological and social impact, especially it affects the school enrolment and participation of child labours. Getinet and Beliyu in 2007; Dawit in 2010; Tseganesh in 2011, on their separate studies on child labour and education in the rural

households of Ethiopia also emphasized that the negative effect of child labour on children school attendance. As a result child labour can be seen as a major problem which derived educational opportunities of children that could open up for them better future. Therefore the aim of this study is to assess the effect of child labour on educational participation children: and Mekelle city is selected for study area, as rapidly growing urban areas of the country, which believed many children works in informal sector, as a result this study will help to clarify the situation of child labour in Mekelle city.

1.3 Research questions

- What is the working condition of child labourers in Mekelle city?
- What factors contribute significantly to child school attendance and/or its combination with work?
- To what extent does child labour affect on the children's schooling?

1.4 Research objective

1.4.1. General objective of the study

The general objective of the study is to identify the effects of child labour on children's schooling.

1.4.2. The specific objectives

To address the above general objective, the following specific objectives are stated.

- To assess the working conditions of child labourers.
- To assess the factors that determines children decision to participation in work, school or a combination of them.
- To assess the effect of child labour on the children's schooling

1.5 Scope and limitation of the study

1.5.1 Scope of the study

This study attempts to assess the major determinants of child labour and its effects on school attendance. The effects of child labour can be seen from different dimensions like from psychological, moral, health, emotional development. However this study only assessed the effects of child labour on the children's schooling, on children aged between 5-17 who were

engaged in economic activities: in Metal and Wood workshops, children working in transportation service/ Taxi conductors (weyalla), children working in small restaurants and child shoe Polishers were the focus of this study.

1.5.2 Limitation of the study

It could be good and more appropriate, if the study could focus on all forms of child labour in the city at house hold level to access and analyze the major determinants and of child labour and its effect on the child's schooling. However, due to time and budget constraints the research is done only on children aged between 5-17 who were engaged in economic activities: in Metal and Wood workshops, children working in transportation service/ Taxi conductors (weyalla), children working in small restaurants and also child shoe Polishers, as a result of this, not possible to generalize the findings to the study area.

1.6 Significance of the study

This study aims to investigate the major factors determining child labour and its effect on schooling amongst children in the 5-17 age categories. And the findings of this study will provide insights to the situation in the study area Mekelle city. In addition, the findings education will create better understanding among the public and policy makers. It will also inspire further academic work and hence broaden the frontier of knowledge in the area.

1.7 organization of the paper

The rest of the paper is organized as follows: Chapter two highlights the literature on definitions and determinants of child labour. Chapter three describes research methodology including description of the study area, sampling techniques, methods of data collection and data analysis. Chapter four explains the result and discussion. Chapter five is the conclusion and recommendation part.

Chapter Two: Literature review

2.1. Legal and policy framework of child labour

2.1.1 Child

A child is defined as an individual under the age of 18 years based on the 1989 United Nations Convention on the Rights of the Child and the ILO Convention on the Worst Forms of Child Labour, 1999 (No.182).

2.1.2 Economic (productive) activities

The criteria for identifying Economic activity used by the ILO's Statistical Information and Monitoring Program on Child Labour (SIMPOC) for its global child labour estimates in 2002 is: all market production (paid work) and certain types of non-market production (unpaid work), including production of goods for own use. Therefore, whether paid or unpaid, the activity or occupation could be in the formal or informal sector and in urban or rural areas. For example, children engaged in unpaid activities in a market-oriented establishment operated by a relative living in the same household are considered as working in an economic activity. Also, children working as maids or domestic workers in someone else's household are considered as economically active. However, children engaged in domestic chores within their own households are not considered as economically active.

In a study by Edmonds et al (2007) a child is defined as economically active if he or she works for wages in cash or in-kind; works in the family farm in the production and processing of primary products; works in family enterprises that are making primary products for the market, barter or own consumption; or is unemployed and looking for these types of work.

2.1.3 Child labour

As stated in Sakurai (2006) two conspicuous contemporary trends are worth attention, in the area of child labour. First, since 1990 and onward child labour has been referred to in connection with Human rights and education particularly after the worldwide ratification of the UN Convention on the Right of the Child. Secondly, after inter-agency cooperation among governments, UNICEF, World Bank and ILO since the late 1990s, and two conferences in the

late 1990s (Amsterdam and Oslo) reached agreement over illegalized forms of child labour, particularly evident after the Worst Forms of Child Labour Convention (No.182, 1999) was established and rapidly ratified by a large number of countries.

Not all work performed by children is equivalent to “child labour” for abolition. Based on the two conventions, Convention 138 on the Minimum Age for Admission to Employment and Work, which sets the minimum working age at 15 years (14 years for some developing countries like Ethiopia), and Convention 182 on the Worst Forms of Child Labour, which focuses on the worst forms of child labour. ILO define child labourers as all children under 15 years of age who are economically active excluding (i) those who are under five years old and (ii) those between 12-14 years old who spend less than 14 hours a week on their jobs, unless their activities or occupations are hazardous by nature or circumstance. Added to this are 15-17 year old children in the worst forms of child labour.

However there are variations upon the minimum work age restriction and the type of labour among different nations, which might make the definition of child labour ambiguous (Dawit, 2010). For instance the minimum work age in some developing countries is 14 years.

2.1.4 Hazardous forms of child labour

Hazardous forms of child labour is defined by the ILO (2002a) based on the conventions NOs.138 and 182 ,as any activity or occupation which, by its nature or type has, or leads to, adverse effects on the child’s safety, health (physical or mental), and moral development. Hazards could also derive from excessive workload, physical conditions of work, and/or work intensity in terms of the duration or hours of work even where the activity or occupation is known to be non-hazardous or safe.

The ILO Convention No. 182, article 4, the determination of what constitutes hazardous child labour is shall be determined by national laws or regulations or by the competent authority, made nationally in a government-led process Taking account of national classifications of hazardous child work, international labour organization in the recommendation No.190 on the Worst Forms of Child Labour laid down the following criteria about Hazardous work:

- i. Work which exposes children to physical, psychological or sexual abuse.
- ii. Work underground, under water, at dangerous heights or in confined spaces.
- iii. Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads.
- iv. Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health.
- v. Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

2.1.5 Unconditional worst forms of child labour

Pursuant to Article 3 of ILO Convention No. 182, the unconditional worst forms of child Labour includes:

- i. All forms of slavery or practices similar to slavery, such as the sale and trafficking of Children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment, of children for use in armed conflict.
- ii. The use, procuring or offering a child for prostitution, for the production of pornography or for pornographic performances.
- iii. The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.
- iv. Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

2.2 Determinants of child labour

2.2.1 Poverty and child labour

Child Labour is basically considered to be the consequence of persistent poverty. The poor households use child labour to transfer income from the future to the present (Mazhar, 2008; ILO, 2004). Poverty is deep-rooted and natural calamities, man-made disasters (war and civil strife), illiteracy, powerlessness and the lack of viable options further exacerbate the deprivations confronting poor parents who feel compelled to put a child to work. Poverty is not, however, the only factor in child labour and cannot justify all types of employment and servitude (ILO, 2004).

According to Rena et al, (2009) hundreds of thousands of children, due to the poverty, are forced to work as labourers before they ever enter school and many must leave school in the middle of a course of study to become labourer. Once children are snatched from school and put to work, they are cut off from their communities. The problem of child labour is closely related with poverty and underdevelopment. It is often pointed out that poverty is the main cause for child labour in general. As in all the developing countries including India, china, Bangladesh, Pakistan, Sri Lanka, Papua new guinea, Ethiopia, Uganda, Mozambique, Malawi, Sudan, and Chad, the prevalence of poverty is high and therefore, child labour in these developing countries, particularly in Asia and Africa, does exist to a higher extent.

Child labour is a way of reducing the potential impact of a bad harvest, whereas for urban households this might reduce the potential impact of job loss or rising food prices. The poor households use child labour as a way of augmenting income for survival rather than spending their earning on the education of children (Mazhar, 2008). Hard-pressed parents may not feel that the long-term returns of education outweigh the short-term economic gain and skills acquired through child work. Education for poor children may be costly, inaccessible, of low quality or seen as irrelevant. Many families depend on a girl's labour at home to enable the adults to work outside. Children may decide to work, knowing that their family needs the income, or through the influence of their friends and peers to join them on the streets or elsewhere (ILO, 2004).

2.2.2 Economic shocks

In Brown, et al (2002) economic shocks set as one of the determinants of child labour. It can affect household decision-making through a number of channels. On the one hand, a decline in economic activity that reduces current employment opportunities relative to the future may lower the opportunity cost of an education relative to its future payoff. Thus, families may decide to increase educational attainment. However, for families that are credit-constrained or lack access to employment insurance, the impact may be the opposite. Children are withdrawn from school and put to work in order to span the economic downturn. Indeed, there is considerable evidence derived from many countries shows that economic shocks are a significant contributor to the rate of child labour. Priyambada et al (2005) also argued that when household income drops

suddenly and unexpectedly, for instance due to the loss of employment by the household head, it is possible that children will work more and attend school or study less.

On the other hand the likely impact of economic crisis and food price rises is to drive people underground. To avoid high prices and the prospect of low wages, many workers are driven into informal sector employment. Economic crisis in general leads to an informalization of labour markets, and informal sectors are more likely than formal sectors to seek out and employ child labour (Kane et al, 2008).

2.2.3 Family characteristics and child labour

In most societies, the family is both the child's immediate emotional influence and its introduction to living in society, and then its first avenue of contact with the outside world. Most Children start work by helping their families, before they go out to work for others. They do so partly because of poverty but also, in many societies, because cultural values and expectations view this as a natural and "right" way to introduce a child to the roles and responsibilities linked to being a member of a family and to growing up. This occurs throughout the world in millions of agricultural families. If the family owns land or works on the land of others, the child will start by spending the day in the fields alongside its parent, doing very easy jobs at first and then progressively more demanding ones (ILO 2004).

A. Size of the household

According to Rickey, et al (2009) Size of the household is important in determining children's labour activities and educational opportunities. High fertility rate is positively correlated to the incidence of child labour. It is no wonder that large families often also have serious child labour problem as children make good economic sense in the context of economic hardships. Other scholars have also shown the economic advantages of poor parents having many children in South Asian countries. In the context of poverty and basic survival needs, children are considered as preferred commodity by their parents compared with other goods because of their economic utility. High fertility increases the chances that children from large families have to do work to support household income.

In a study by Akarro et al (2011) household size was examined as an important in determining children's labour activities and educational opportunities. It has been argued that high fertility

rate is positively correlated with the incidence of child labour, high fertility increase the chance that children from the large families to do work to support house hold income. In the context of poverty and basic survival needs, children are considered as preferred commodity by their parents compared with other goods because of their economic utility.

B. Parental education

Parental education plays a persistent and significant role in lowering the incidence of child labour, above and beyond the impact on family income. Educated parents have a greater appreciation for the value of an education, whereas uneducated parents may simply want to believe that the human-capital decisions made by their own parents were correct (Brown et al, 2002).

Cigno et al, 2000 in Rickey (2009), found that in rural India the children of mothers with less than primary education are significantly to be in full-time work as compared with full time study, and having a mother who completed middle school reduced the probability of combining work and school as compared with full-time study, while the father's education has no significant effect. Ravallion et al (1999) have also found negative effects of the mother's and father's education level on child labour in Bangladesh. In Vietnam (Rosati et al. cited in Rickey, 2009) revelled that years of father's education have no effect on child labour but mother's education has a negative impacts on the probability of work (full-time and part-time) as well as on the probability of being neither in work nor school .

Brown, et al (2001) also found d that parental education plays a persistent, powerful and negative role in the family's decision to put a child to work. The more years of school both mothers and fathers have, the more likely they are to devote their children's time exclusively to school, even controlling for household income. This effect is more ubiquitous than any other in determining child labour. In the case of Colombia, the parental education effect is particularly pronounced. Each year of each parents' education lowers the probability that their child will work full time by 2 percentage points in rural Colombia.

C. Family assets

In the study Brown et al (2001) household assets are important in the absence of access to formal capital markets. Households that want to borrow against the future may be able to tap internal assets. The presence of the father in the household, the presence of an older sibling in the household (particularly a brother), the capacity of the mother to engage in market work, or property associated with a family enterprise can all be thought of as assets that can be drawn upon even if the family has no access to formal capital markets. For this reason, the presence of such household assets might be expected to lower child labour. Consequently, gender, birth order, the presence of older siblings, the mother's work opportunities, and the presence of a family enterprise are also important determinants of whether a child works, the type of work undertaken, the number of hours worked, and whether part-time schooling is an option.

2.2.4 School related factors

As Siddiqi (n.d) schooling problems also contribute to child labour. Many times children seek employment simply because there is no access to schools (distance, no school at all). When there is access, the low quality of the education often makes attendance a waste of time for the students. Schools in many developing areas suffer from problems such as overcrowding, inadequate sanitation and apathetic teachers. As a result, parents may find no use in sending their children to school when they could be home learning a skill (for example, agriculture) and supplementing the family income.

The education attainment is low because of limited opportunities of schooling, such as inaccessibility of schools, inability of parents to afford schooling costs, irrelevance of school curriculum to real needs, and restrictions on girls' mobility in most parts of the developing countries (Mazhar, 2008).

According to Brown et al (2001) several studies point to the importance of school quality as an important determinant of schooling and work. However, school quality is virtually never measured directly. At best, some studies have evidence on the integrity of the school structure, whether or not the school is open most days of the week, and other services available to the general community such as running water or electricity.

Mazhar, (2008) education system in developing countries is featured with weak infrastructure and ineffective to attract and hold the children. A lot of studies about education and work trade off in developing countries highlight the problem of poor schooling or the irrelevance to future market requirements

Parents are discouraged to send their children to school when direct costs of books, uniforms, writing materials, transportation to school, need to be covered by families. Immediate and direct costs of schooling also lower the likelihood of the child ever entering school (Akarro, et al, 2011).

2.2.5 Socio-cultural factor

In the traditional societies children are being considered as social assets expected to assist and work with their parents in their household chores. Children have been put in apprenticeships to learn the trade of their ancestors and to keep family tradition alive. And, these traditional and cultural values occasionally form the conditions for child labour (Mazhar, 2008).

The cultural aspect for household's head gives the adults authority over children. Parents may demand labour from any employing firms and individual employers and send their children to work because they are considered as innocent, docile and less troublesome (Akarro, et al, 2011).

2.2.6 Demand-side factors in child labour

There is a market demand for child labour since children are generally docile, obedient, hired at cheaper rates than adults, and dispensed with easily if labour demands fluctuate. They incur no long-term investment on the part of industry in terms of insurance or social security and low paid child labour may be perceived as a significant element for industries wishing to maintain a competitive edge in national and international markets. Children are unprotected, powerless and silent as far as their rights as workers are concerned (ILO, 2002).

Children are often preferred in industries that are labour intensive, function with rudimentary technology and require laborious/repetitive work for long hours. Although largely disproved, the myth persists that in certain industries, such as carpet making or flower-picking, children are needed because of the dexterity of their small fingers. Child labour persists because the laws that

do exist are not strictly enforced and because social and political commitment is weak (ILO, 2002).

Earlier introduced, the supply side of the market in child labour consists of all the forces leading households to offer their children's labour, while the demand side refers to the factors that induce employers to engage children as workers. Together, the supply and demand sides influence the amount of child labour.

The more pressure is exerted on the supply side (i.e. the more households offer child labour), the less productive and remunerated this labour will tend to be. The more pressure is exerted on the demand side (i.e. the more uses for child labour are generated), the more productive and remunerated it will be. Both sorts of pressures will tend to increase the overall amount of this labour being performed (ILO, 2004).

As we have seen, the bulk of the research has focused on the supply side. The entire question of poverty, for example, is concerned with the role that lack of income plays in convincing households to put their children to work. Similarly, the analysis of family structure is intended to explain which children from which households will be instructed or encouraged to work. Nevertheless, demand side factors should not be slighted. The manner in which a society's production is organized can have a profound effect on the prospects of its child. An initial question to be asked is whether the tasks assigned to children are similar to those performed by adults, or whether there are few opportunities to substitute the labour of one for the other. This is of great importance, since only if the potential for substitutability is high, it will be relatively easy to phase out child labour. Moreover, in such situations the presence of children in the workplace can have a depressing effect on the demand for adults - even their own parents. Thus, the costs of child labour are greater and the barriers to eliminating it are less. But if children perform specialized tasks, there may be less impact on adult labour markets, and the withdrawal of child labour may result in economic disruption (ILO, 2004).

2.3 Education and child labour

Sakurai (2006) argued that poverty is the root of child labour and its relation to education is considered two sides of the same coin, meaning that poor children are more likely to work in

developing nations and, if children have to work, then they are less likely to attend primary or secondary school, resulting in a pervasive cycle of poverty that spans generations.

Ravalizon et al, (1999) argued that although schooling typically raises future earnings, yet one finds relatively low enrolments amongst currently poor families, the explanation behind that is the low current incomes of their families keeps poor children out of school and thus perpetuates their poverty into the next generation. However Cockburn (2000) stated that it is generally assumed that as household wealth increases children will be progressively withdrawn from labour activities in favour of schooling.

According to the study done by Bunnak (2007) on child workers in brick making factories in Cambodia, showed that many child workers (55.6% of brick factories children) were not in school. About three fourth of them quitted school more than two years due to several reasons such as economic hardship , family debt , lack of money for school supplies and personal reasons (poor grade, negative attitudes towards schooling, wanting to be with friends who work, wanting money for personal needs, or wanting to stay away from parents who frequently quarrelled).

Even when work activities do not prevent a child from participating in school, they may shrink study time or tire the child to the point of impairing concentration and learning. Using information on school performance from exam results appear to be worse for children with multiple work activities and long school day and weekend hours (Cockburn, 2002).

Mavrokonstantis (2000) in his study also found that child labour has a large adverse impact on educational attainment for children in urban areas of Vietnam, as employment opportunities in the formal labour market are more prevalent in urban areas which are not compatible with schooling. Ersado (2003) in his study the improved labour market condition for adult household member in rural areas of Nepal and Peru leads to higher school enrolment rates and less employment of children and also higher wages for adult women in rural Zimbabwe are associated with a low prevalent child labour. and the educational levels of both the highest educated man and women in the family, rural infrastructure and higher average educational

expenses at community level, significantly improve child education and decrease the likelihood of child labour in all three countries and in rural Nepal and Zimbabwe access to credit has positive effect on child schooling and negative effect on child labour.

2.3.1 Education and child labour in developing countries

Child labour is widespread in developing countries. Most of working children, about more than one in five children in the world work live in poor countries (Edmonds et al, 2011). As states in Rammohan (2002) study in developing countries, children make substantial contribution to house hold income and also considered as a gantry at old age security, ether by performing in house hold tasks in rural areas or employed in formal sector in urban areas. However these two economic benefits from children are linked as parents face a trade off between present and future consumption.

In the sub Saharan Africa and South Asian countries typically school enrolment is low and child labour is wide spread. The children in these areas work in contracts as plantation work, tender arrangements, bounded labour and sub controlled piece work. And child labour in these countries affects school performance as children miss important lessons and fall behind academically (Ravinder, 2009).

Ersado (2003) when commenting on cause of child labour comments that: The causes of child labour are debatable, although poverty is considered as the primary reason. That there is a higher geographic concentration of child workers in poor countries indicates the inverse association of child labour and income. The mass phenomenon of child labour does not reflect the selfishness of parents wanting to enjoy more leisure time while their children work, but rather that poverty compels them to send their children to work. For poor households, school investment decisions are associated with a host of decisions regarding use of time and other resources. Changes in household circumstances, such as becoming poor, may elicit important time-use changes, not only of children who are students or potential students, but of parents as well.

2.4. Education and child labour in Ethiopia

As CSA, (2001) indicated that child labour is necessary for family survival in Ethiopia just like other developing countries. In general, Ethiopian children start participating in work activities at

an early age (as early as five years old).child labour with female children largely responsible for undertaking domestic chores and male children responsible for market activities that include farm work and animal herding. More often than not, children combine school and work with school attendance being the only responsibility for quite a small proportion of children. Children residing in the rural areas had a higher chance of being engaged in a productive or housekeeping than those residing in the urban areas. About 49 percent of them were engaged in both housekeeping and economic (productive) activities, while urban children were engaged more in housekeeping activities only.

According (CSA, 2001) in all the regions, substantial numbers of children were found to be engaged in productive activity only, housekeeping activity only and both activities, where the proportion working ranges from about 69 percent in Addis Ababa to 89 percent in SNNP Region. Over half of the children in Gambella, Harari, Addis Ababa and Dire Dawa were engaged in only housekeeping activities as compared to a much lesser proportion of children engaged in this activity in the rest of the regions

As indicated U.S. Department of labour's 2010 finding the worst forms of child labour Children are exploited in the worst forms of child labour in Ethiopia, many of them in agricultural activities and domestic service. Roughly 89 percent of working children in rural areas are engaged in agriculture. Although evidence is limited, there is reason to believe that the worst forms of child labour are used in the production of coffee, cotton, sugarcane, and tea. Children's work in agriculture may involve the use of potentially dangerous machinery and tools, carrying of heavy loads, and the application of harmful pesticides. Children, especially boys, engage in cattle herding, in which they work long hours. In urban areas, children mostly girls work in domestic service, where they may be vulnerable to sexual and other forms of abuse.

In Ethiopia, as in several other Sub-Saharan Africa countries, a large number of individuals enter the labour market below the age of 15 and with little or no formal education (Guarcello et al, 2007).Results as presented in Bhalotra (2003) from large integrated household data by Addis Ababa University and the centred for the study of Africa Economics, indicated that Ethiopia has

the lowest gross(34 percent) and net (21 percent) primary school enrolment rates in the world and rural enrolment rates are even lower than the national average.

Guarcello et al (2007) in their studies found that Child economic activity rises sharply with age but 40% of even the youngest (5-9 year-old) group children are involved in economic activity. Rural children and male children face the greatest risk of involvement in child labour. Fifty-four% of rural 5-14 year-old, is involved in economic activity against only 15% of their urban counterparts. The economic activity rate of male children exceeds that of female children by 20 percentage points, although this difference does not take into account the performance of household chores such as water and fuel wood collection, typically the domain of female children.

According to a study by PINE (2009) in Ethiopia there are lots of factors that make children stay out of school in their early age, the cause that force children in the labour market include poverty, family problems and migration. From point of view of demand in the labour market child labour is cheap and easy to access compared to the adult workers who have the relative advantage of bargaining the terms of employment in the labour market. Moreover Household demand for labour has been identified as the most important reason for not sending children to school in Ethiopia (Takashi, 2000, in Guarcello, et al, 2007).

Chapter Three: Research Methodology

3.1 Description and Selection of Study Area

The study area, the town of Mekelle is the capital city of Tigray regional state and the centre of the region's socio- economic activities. The 2007 Ethiopian population and housing census showed that, the city's populations were 215,546, of whom 110,642 were males and 104,904 were females. The administrative territory of the city is divided into seven Municipal service Areas; Hawelti, Aider, Semein, Hadent, Kedamay weyane, Adi haki and Quiha.

3.2 Data type and source

Although quantitative data had used at a larger degree, to reduce the limitation of single method, qualitative data also used along with quantitative data, it had been supported the researcher to interpret and better understand the reality of a situation.

Primary data collection method was the main technique to gather information from the working children and other concerned individuals in the study areas. Various methods were put in practice to collect primary data/first hand information. The major Instruments that applied to explore the situation in the study area were questionnaire and focus group discussion methods

3.3 Target population and sampling

Children between age 5-17 who are engages in economic activities who were employed, in Metal and wood workshops, Taxi conducting (weyalla), children working in small restaurants and child shoe polishers.

To select a sample for the study, sampling frame is required, however, as the researcher mentioned above, due to lack of reliable data about how many child labourers and on what types of economic they engaged in the city, the researcher used, purposive non probability sampling; where the sample respondents or the units that are investigated are based on based the preliminary study about child labour situation in the city. However, the sampling approaches that the researcher used have some short coming; given the non representative nature of the sample the study used is not possible to generalize the findings to the study area. As a result, considering these facts a total of 120 child labourers' samples used for the survey

3.4 Data collection instruments and field work

The sources employed to undertake the research was by gathering of primary data by using of semi structured questionnaires and focus group discussion.

3.4.1. Questionnaire

Semi structured questionnaire was distributed to children living in the above 7 sub cities of Mekelle, who are participating in economic activity labourers i.e. in metal and wood workshops, child taxi conductors (weyalla) and children who are working in small restaurants and child shoe polishers.

The study used two main approaches to collect data. First, purposive non probability sampling was used to select the specific key locations where these kind of child labourers are at work. After identifying the key areas that are densely populated by the above mentioned types of child labourers, the next approach was randomly select the working children in the locations for the purpose of conducting the survey. Since some of respondents of this questionnaire are not matured enough to comprehend and answer the questions, enumerators were hired to fill the questionnaire.

3.4.2. Focus group discussion

To obtain more detail and meaningful answers on sensitive and personal topic, the study undertook focus group discussion with the children in order to enrich information gathered through other methods.

Three focus group discussions were conducted separately, two with child labourers and one with parents who are residing currently in Mekelle. Members of the first focus group discussion were ten child labourers from all target population. Member of the second focus group discussion were fifteen child labourers. The reason why the researcher used separate focus group discussions with the child labourers was in order to handle the discussion effectively by grouping them in small number. The third focus group discussion was with parents of the child labourers, the number of the participants were four, which were the mothers of the children. Focus group discussions were conducted first with the child labourers and then with parents, within four days difference.

3.5 Data processing and Analysis

The collected primary data was checked and adjusted for completeness and then the quantitative data collected by the questionnaire survey was coded and entered into computer using Statistical Package for Social Science (SPSS) version 16.0 to compute the descriptive statistics (percentage, frequency, Mean, Sum etc). Also the collected data was analyzed using Pearson correlation to test the research questions and find the relationship and the degree of relationship between the variables. Thus, both the degree of the relationship and the level of significance were assessed.

Quantitative data was analyzed by manipulating the information collected during the study to assess and evaluate the finding and arrive at some valid, reasonable and relevant conclusion. The qualitative explanations were also used to complement the survey data and focused group discussion integrated with the quantitative results.

Chapter Four: Results and Discussions

This chapter analyzes and discusses the major findings of the research based on the survey collected in the study area. It presents using tables to show the effects of child labour on children's schooling in the study area. In total, 120 child laborers/workers were surveyed. Both quantitative and qualitative data were summarized and discussed as follows.

4.1 Descriptive Statistics

4.1.1 General Demographic Characteristics of Respondents

Table 4.1: Age and Sex distribution of Respondents by sector

Sector	9-14			15-17			Total		Grand Total
	M	F	Sum	M	F	Sum	Males	Females	
Child Taxi conductors (weyalla)	17	0	17	23	0	23	40	0	40
Child shoe polishers	16	0	16	19	0	19	35	0	35
Children works in metal and wood workshops	8	0	8	22	0	22	30	0	30
Children Works in small restaurants	3	2	5	9	1	10	12	3	15
Total	44	2	46	73	1	74	117	3	120

Source: Own survey, 2013

The table above shows the distribution of child labourers (who were engaged in Child Taxi conducting (weyala), Child shoe polishing, Children working in metal and wood workshops, Children Working in small restaurants at the time of the survey) by age and sex and from it, it can be seen that from a total of 120 child workers 117 (97%) are males and 3(3%) are females. As taxi transport, shoe polishing, working in garage and furniture workshops is the traditional domain of men, a brief look at the data presented in table 1 implies that males have greater

tendency to be involved in those above work than females however works traditionally left for women like cooking and cleaning registered a few females as worker, as a result from 15 children who were hired in small restaurants 3 of them were females. Also the age of the respondents range from 9 to 17, but the majority 62 % of the respondents are within the age group of 15-17 and Child workers within the age group of 9 to 14 accounted for 38 percent.

Table 4.2: Place of birth and living arrangement of the respondents

Variables	Case	Freq	%
Place of birth	Mekelle	29	24
	Out of Mekelle	91	76
	Total	120	100.0
Circumstances of parents	Both Alive	89	74.2
	Father deceased	14	11.7
	Mother deceased	7	5.8
	Both deceased	10	8.3
	Total	120	100.0
Parents' living place currently	Mekelle	19	17.3
	out of Mekelle	91	82.7
	Total	110	100.0
Living with/arrangement	With Both parents	11	9.2
	With Father only	4	3.3
	with Mother only	5	4.2
	Alone	71	59.2
	Relatives	29	24.2
	Total	120	100.0

Source: Own survey, 2013

It was important to analyze the place of birth and the living arrangements of the child laborers to know whether it had any influence on children to join working activities. In the course of conducting the survey, they were asked to mention with whom they were living with and the places they were born.

The responses summarized in Table 4.2 shows that out of the total study population, those living alone were dominant, accounting for 71(59.2%) of all the working children interviewed. Child

workers that were staying with only mothers comprised 5(4.2%) and those that were living with only their father comprised 4(3.3%) while those children living with relatives accounted for 29(24%). Living arrangement is a significant determinant of children engaging in child labor: lesser child laborers stay with their both parents and a child who lives with a father and mother is less vulnerable to involvement in child labor and many children who stay with relatives are child laborers. Similarly as indicated above out of the total number of child labourers the majority 91(76%) of them were born out of Mekelle and 64% of them were living alone and also 25% of the children living with relatives. The conclusion one can draw from this finding is that living arrangements sometimes does have a direct impact on whether a child should work or not and other intervening variables such as poverty, migration status, death of parents may facilitate the process.

The responses of the children as summarized in the table 4.2 above 31(27 percent) of child workers were orphans who have lost either a mother or father, or both parents. Majority of the orphans have more of their father deceased who constituted 14 (11.7 percent) of the survey population compared to those children who have only their mother deceased who accounted for 7(6 percent). These findings suggest that more fathers carry the responsibility of taking care of child than mothers at the time of one of them death as a result of in Ethiopia only few mothers have access to education and well paying jobs to enable them to fulfill the basic needs of their children. For this reasons, many children will be forced to engage in child labor. And 8% of the respondents in the survey population were orphans who have lost both of their parents and forced to engage in child labour activities as a survival mechanism. On the other hand child workers who reported both parents were alive accounted for 89(74 percent) the study population this shows however both parent are alive they forced to work, this is because the majority of them their parents live out of Mekelle, they were living alone and with relatives as mentioned above this situation forced to engage in working activities to be self-reliant.

Table 4.3: Respondent's parents educational level

Variables	Case	Freq	%
The child's father education level	Illiterate	41	43
	Read & write	34	35
	1-6	20	21
	7-12	1	1
	Total	96	100.0
The child's mother education level	Illiterate	75	73
	Read & write	22	21
	1-6	6	6
	Total	103	100.0

Source: Own survey, 2013

It was necessary to examine the family status of child laborers to know whether this had any impact in forcing children to engage in working activities. Within this frame work, child workers that participated in the survey were asked to report the circumstances of their parents, paternal educational status, maternal educational status, paternal occupation and maternal occupation.

In the survey, information on education level of parents was collected from every child worker that participated in the survey. The purpose was to understand the impact of educational level of parents in influencing children to take up in working participation. Table 4.3 presents the educational status of the parents of the child workers. Overall, about 41(43%) of the fathers of child workers and 75(73%) of the mothers of the child workers were found to be illiterate. Among the illiterate parents, mothers registered slightly higher illiteracy level than fathers. As indicated in table4.3 about 34(35 %) of the fathers and 20(21%) of the mothers were able to read and write. Looking into the population by grade level, 21(22%) of fathers and 6(5.8 %) of mothers were found to be those that completed grades1-6.

The findings of study also indicates that the majority of the child workers that participated in the survey come from illiterate families and families with poor educational background and the

number of working children declines with the increase in the educational level of the parents. Specially as mother's educational level increase the number of working children shows decrease.

Brown, et al (2001) also found that parental education is more ubiquitous than any other in determining child labor: it plays a persistent, powerful and negative role in the family's decision to put a child to work. The more years of school both mothers and fathers have, the more likely they are to devote their children's time exclusively to school, even controlling for household income. They found in the case of Colombia the parental education effect is particularly pronounced. Each year of each parents' education lowers the probability that their child will work full time by 2 percentage points in rural Colombia. Educated parents are more likely to send their children to school full-time or to combine work and school than to put children to work only.

Table 4.4: The respondent's parents occupation

Variables	Case	Freq	%
The child's father occupation	Government	4	4.2
	Self employee	29	30.2
	Daily labour	27	28.1
	Farming	36	37.5
	Total	96	100.0
The child's mother occupation	Self employee	22	21
	Daily labour	7	7
	Domestic labourer	6	6
	Farming	15	15
	No job	52	51
	Total	102	100.0

Source: Own survey, 2013

According to the above summarized table the majority of the respondents' father occupation was farming 36(37.5%) and self employee and daily labourers were 29(30.2%) and 27(28%) respectively. Regarding the occupation of mothers self employment was the major 22 (21%) occupation followed by farming activities which was 15(15%), however the majority 52(51%) of the respondent mothers were just a house wife who hadn't any income generating job.

4.2 The working condition of the child

Table 4.5: The working condition of the child workers

Variables	Case	Freq	%
The child main activity currently	Work only	93	77
	Combination of school and work	27	23
	Total	120	100
Working day per week	The whole day	74	61.7
	Six days	23	19.2
	Five days	22	18.3
	Four days	1	.8
	Total	120	100.0
Working hours per day	Full time	114	95.0
	Part time	2	1.7
	Half day	4	3.3
	Total	120	100.0

Source: Own survey, 2013

As Tables 4.5 summarize the responses of child workers, 96 (80 percent) of them were engaged in working activity only which means only 20 percent of working children in the study area were attended school. During the data collection period the irregular nature of working hours and working days for the majority of child workers found it difficult for them to tell the exact number of hours worked in a day and the exact number of days in a week. Thus, the accuracy of the data on the number of working hours and days should be accepted with caution.

As presented in table 2 the majority of child workers, 62 percent (74) were engaged in working activities seven days a week .On the other hand, child workers who work six days a week and five days a week accounted for 19.2 percent (23) and 18.3 percent (22) respectively. Those respondents who reported said they were working four days a week accounted for 0.8 percent (18), no child worker said only three, two and one day per week. Regarding the amount of time spent on work per day, on average, children works 11.15 hours per day.

The general picture one can get from this findings is that the majority of child workers are working several days of the week for long hours with little or no time for study, schooling and leisure .This clearly indicates that the majority of the respondents that participated in the survey don't have ample time to study, complete homework's given by their teachers at school and to have rest.

In order to capture the negative effects of child labour on school attendance and academic performance, parents of children and the children themselves participated in the focus group discussions were asked to comment on the negative impact of engaging in working activities on the education of the child workers . Information obtained from the focus group discussion held with child labourers indicated that they find it hard to attend school, and when they attend they find it difficult to concentrate in class because they are extremely exhausted from long hours of working.

Focus group discussion held with the parents and guardians of child labourers revealed that the major reason why many parents and guardians were not sending their children to school was poverty. The parents and guardians commented that even if education in government school is free the costs of exercise books, uniforms and other forms of payments are extremely high and they cannot even afforded to feed their children let alone send them to school. On the other hand parents and guardian whose children were attending school expressed their concern over their children's future and felt that it was too hard for their children to study and work at the same time.

On this issue Assefa (2000) argued that excessive and long hours of work adversely affect both school attendance and literacy skills of the child. The tradeoff between work and schooling is that when children prefer schooling over work the cost of schooling is that they will give up the money they could have earned if they were working or what they could have produced around the household. However, schooling is an investment that requires costs in the present and yields benefits in the future. Since child workers have limited amount of time available and more time in one activity means less time in another, long hours of work will adversely affect the school

attendance and academic performance of the working child in the sense that it reduces the time allocated for schooling purposes.

In the informal sector where labor regulations are difficult to apply many children remain unprotected from working long hours and consequently endangering their physical and mental development (ILO, 2004). Information on the number of hours spent on work in a day and the number of working days spent in a week has great importance to determine whether child had ample time for schooling and leisure. In an attempt to gain insight into the situation, child workers were asked to indicate the actual and usual number of hours they spend working in a day and the number of working days spent in a week.

4.3. Factors that Determines the Child School Attendance, work or Combine with Work

Table 4.6: Percentage distribution of child workers by the persons who introduced them

Variables	Cases	Frequency	%
Who introduced	By myself	92	76.7
You to this work	Parents	11	9.2
	Friends	9	7.5
	Relatives	8	6.7
	Total	120	100.0

Source: Own survey, 2013

As indicated in the above table out of the total number of respondents 77 percent (92) of the child workers who participated in the survey indicated introducing themselves to the current work they engaged. This done on their own initiative in an attempt to reduce the economic hardship they were facing

Table 4.7: The main reasons of the child workers to start to work

		Freq	%
Family broke up	Yes	6	5.0
	No	110	91.7
	Missing	4	3.3
	Total	120	100.0
Desire to work	Yes	34	28.3
	No	83	69.2
	Missing	3	2.5
	Total	120	100.0
Peer influence	Yes	23	19.2
	No	94	78.3
	Missing	3	2.5
	Total	120	100.0
To support low family income	Yes	33	27.5
	No	84	70.0
	Missing	3	2.5
	Total	120	100.0
No one support me/ need to be self reliant	Yes	51	42.5
	No	58	48.3
	Missing	11	9.2
	Total	120	100.0
Forced to work	Yes	3	2.5
	No	114	95.0
	Missing	3	2.5
	Total	120	100.0
Parental death	Yes	11	9.2
	No	106	88.3
	Missing	3	2.5
	Total	120	100.0

Source: Own survey, 2013

Table 4.7 presents the percentage distribution of children by reasons of entering the working activities. The findings that are shown in table indicate that poverty is the main cause that forces children to engage in working activities. From the reasons chosen for the cause of child labor

among children the most important factor responsible for pushing children into work was impoverished family which accounted for 70% of the reasons given by the child workers. The child labourers in the study population mostly come from economically disadvantaged families, and unfortunately, they are forced by poverty to engage in child labor for survival. A significant number of children 42.5 % mentioned the need to be self reliant as reason forced them to work.

Many studies indicate that children get caught up in child labor to contribute to family income. About 27.5% of the child workers pointed out that the reason why they are working was to support their family income. Poverty was noted as a significant determinant of children being forced to take up employment in their current work in the study population that participated in the survey and this is shown by the high percentage of children being forced to work because of destitute family and to support family income. These indicates that strong efforts to improve the household income and living standards can deter parents from engaging their children in working activities to supplement their merger incomes.

Another important reason given by 9.2% of the child workers was the death of one or both of their parents. Other factors that forced children to enter to employment include, breakup of family (5%), induced by friends (19.2%) and forced to work by guardians (2.5%).

Table 4.8: School related factors for child labour

Variables	Cases		Freq	%
School related factors for child labour	Did the far distance	Yes	33	27.5
	of the nearest school	No	79	65.8
	negatively affect	Missing	8	6.7
	your decision to go to	Total	120	100.0
	school?			
	Was the high cost of	Yes	22	18.3
	schooling among the	No	90	75.0
	reasons forced you to	Missing	8	6.7
	work?	Total	120	100.0

Did a low quality /unconducive environment of school forced You to work?	Yes	16	13.3
	No	96	80.0
	Missing	112	6.7
	Total	120	100

Source: Own survey, 2013

Siddiqi (n.d) also support that Schooling problems also contribute to child labour. Many times children seek employment simply because there is no access to schools (distance, no school at all). When there is access, the low quality of the education often makes attendance a waste of time for the students. Schools in many developing areas suffer from problems such as overcrowding, inadequate sanitation and apathetic teachers. As a result, parents may find no use in sending their children to school when they could be home learning a skill (for example, agriculture) and supplementing the family income.

However in this study according to the summarized data in the above table 4.8 the majority of the child labourers responded the school distance, schooling cost, low quality of school/un conducive school environment was not their reason to join working activities which were accounted for 66%, 75% and 80% respectively.

The other main factor that frequently mentioned by the children when the researcher discussed with them was they don't like to go to school and the repetition of grade and the lowest grade they scored discouraged them to continuing in their schooling as result they migrate to Mekelle to search a job without permission of their parents or guardians.

4.4 Schooling participation of the child

Table 4.9: Schooling participation of the respondents

Variables	Cases	Frequency	%
Are you attending school?	Attending	27	22.5
	Not attending	93	77.5
	Total	120	100.0
Attending school regularly or evening	Regular	4	3.3
	Evening Total	23	19.2
		27	100.0
Educational level	Pre primary(never attended)	40	33.3
		31	25.8
	Primary(1-4)	32	26.7
	Complete primary(5-8)	17	14.2
	Secondary(9-12)	120	100.0
	Total		
How work affect the child's schooling	Yes	110	91.6
	No	10	8.33
	Total	120	100.0

Source: Own survey, 2013

Time spent on work takes away from study, play and sleep may undermine the effectiveness of the working children in pursuing their education. With respect to educational attainment level, child workers who were Pre primary (Never attended) educational level constituted the majority 33.3 percent of the total respondents in the survey. These child labourers were followed by those who were complete primary education level (5-8) who accounted for 27% percent. Out of the total number of child labourers that participated in the survey those who were currently attending primary education and secondary education constituted 26 percent and 14 percent respectively. The picture that emerges from these findings is that a large percentage of child workers that constituted 80 percent of the total number of respondents were either school dropouts or had never been enrolled in school.

The findings from the focus group discussion of the study indicate that majority of children who end up working instead of going to school were forced by the circumstances rather than a deliberate choice of their own. Thus, in order to reduce the negative impact of child labour on the education of the children that participated in the survey, it requires solving the problems that families and children face which are primarily economic in nature.

Table 4.11: Reason to school drop out

Reasons	Responses	Freq	%
Migration	Yes	13	24
	No	35	66
	Missing	5	10
	Total	53	100
Exhaustion	Yes	3	6
	No	44	83
	Missing	6	11
	Total	53	100
Work full time	Yes	40	74
	No	10	20
	Missing	3	6
	Total	53	100
Orphan hood	Yes	5	9
	No	45	85
	Missing	3	6
	Total	53	100
High cost of education	Yes	2	4
	No	48	90
	Missing	3	6
	Total	53	100

No support me	Yes	11	21
	No	39	73
	Missing	3	6
	Total	53	100
Family refusal	Yes	0	0
	No	50	94
	Missing	3	6
	Total	53	100

Source: Own survey, 2013

As presented in table 4.11 child labourers that dropped out of school were asked to report their reasons for dropping out of school. Form the total 53 drop outs the major reasons given by the 40 (74%)of them said to work full time and help myself,13 (24%) of them said migration, 5(9%) of them said orphan hood , 3 (6%),of them said being extremely tired or exhaustion and 2(4%) of them said high schooling cost.

Additionally in the focus group discussion with the children which they frequently pointed out the factor to dropping out of school were the loss of interest in schooling, poor academic performance as well as in the survey showed about 74% of the children responded that they do not want to quit work in the near future.

Table 4.12: The child labourer's attitude towards schooling

Variables	Cases	Freq	%
If the child wants to stop work	Yes	89	74.2
	No	28	23.3
	Missing	3	2.5
	Total	120	100.0

Source: Own survey, 2013

Furthermore 74.2 percent of the children responded that they want stop doing their current job and back the school again or start. Additionally some 23.3% of them responded that counting the

current work is the best option than attending school, which gives guarantees better future income.

4.5 Correlation analysis of the effects of Child labour on children's schooling

Evidence from the descriptive statistics has shown that children perform a multitude of activities which may have implications for their ability to attend school. The probability of a child to go to school, to work or to engage in a combination of them tends to be a result of various children, parental, household, school-related variables. This section is devoted to the discussion of the correlation analysis of the impact of those variables on the child work-school participation decision.

Correlation using two-tailed Pearson analysis was used to examine the relationship between each research question variables. Correlation analysis provides correlation coefficient that indicates the strength and direction of the linear relationship.

The main measure of the degree of association is known as the Pearson product moment correlation coefficient and is designated with by the letter r which in turn is an estimate of the population correlation coefficient designated by the Greek letter ρ (Rosenthal et al, 2008, cited in Desta, 2012). The correlation coefficient r may range in value from -1.00 to $+1.00$, where $r=+1.00$ signifies a perfect positive linear correlation relationship. The convergence true, where $r=-1.00$ a perfect negative linear correlation relation exists. Where $r=0$, no relationship exists between the variables. The closer the correlation a coefficient is to one, the stronger the positive correlation between the variables and the closer the correlation coefficients is to zero the weaker the correlation between the variables. And the p-value, the statistical significant level is the smallest alpha sign (alpha value) for which the observed sample result help the researcher to conclude whether there is a significant (correlation) relationship between the variables. The p-level represents the probability of error that is involved in accepting the observed result as valid, that is, as a representative of the population (Kachigan, 1991, cited in Desta, 2012).

****What factors contribute significantly to child school attendance or combination with work?***

Table 4.13: Correlation between child works and the reason to support low family income, Living arrangement, the child's father occupation, the child's father education level and unconducive school environment.

Correlations (child labour) marked correlations are significant at the 1% and 5% level of significance. n=116(case wise deletion of missing data				
	To support Low family income	Living arrangement	The child's father occupation	Quality of school/unconducive school environment
The child main activity currently	-.295** .001	-.194* .035	-.190* .038	.211* .026

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

From table 4.13 it is evident that there a weak but significant negative relationship between the child main current activity (to work or to schooling) and low family income (which was made the child decide to work) ($r=-0.295^{**}$, $p=0.001$). The relatively weak negative relationship between the child main current activity and living arrangement is significant at ($r=-0.194^{*}$, $p=0.35$). And also there is weak and negative but significant relationship between child labour and the child's father occupation($r=-0.190^{*}$, $p=0.038$).And finally we can observe that there is weak but positive significant relationship between child labour and unconducive school environment($r=0.221^{*}$, $p=0.026$).

As a result the researcher finds that there is sufficient evidence, at 1% level of significant, that there is a negative relationship between low family income and child labour/work which is related to forced the children to engage in work to support their low level of their family income. And there is sufficient evidence, at 5% level of significance, that there is a negative relationship between living arrangement of the children and child labour; this shows there is tendency of children who raised by single parents, specially female single parents to engage in child labor or join the labour market and also children living with other than parent in our case with guardians, relatives and friends a more probability of engage in labor activity.

And also there is sufficient evidence; and school quality/ unconducive school environment have positive relationship between child labourers, at 1% level of significance, this shows that the unconducive schooling environment pushed the children to quite school and join employment. In addition the researcher concludes that there is sufficient evidence, at 5% level of significance, that there is negative relationship between child labour and the child's father occupation this showed as a father out from unstable job and subsistence income and engaged in more stable job which can assure the family income makes the chance of the children to join working activity decrease. This finding seems to be in agreement with the finding of previous studies that if the father is employed in a vulnerable occupation, for example, day-labour or wage-labour, it raises the probability that a child will work full time or combine work and study (Khanam, 2006).

****Schooling participation of the child***

Table 4.14: Correlation between child educational level and work

Correlations (child educational level) marked correlations are significant at the 1% level of significance. n=82 (case wise deletion of missing data)		
		Child labour
The child's current education level	Pearson Correlation Sig. (2-tailed)	-.381** .000

**. Correlation is significant at the 0.01 level (2-tailed).

From Table 4.14 it is evident that there is a significant, negative relationship between the child's current education level and child work/labour ($r = -0.381^{**}$, $p = 0.00$). The researcher found that there is sufficient evidence, at 1% level of significance, that there is a negative relationship between the child's current education level or achievement and child work. This showed, that child labour could compromise schooling achievement the child who combines both school and work, it refrain the child to fully engage in educational activities (study, doing home work). To the extreme child labour makes the children to not at least combine school and work, but forced them to quit schooling.

Khanam(2006) and Heady (2000) finding also supported that child labour adversely affects the child's schooling or learning achievement, which is reflected in lower school attendance, lower grade attainment and high dropout rate.

Chapter Five: Conclusions and Recommendations

5.1 Conclusions

Despite growing concern about the damaging effects of child labour by international and national institutions related to labour and child right the fate of the vast majority of children in the informal sector has not been investigated to the extent that the seriousness of the issue. Work related activities such as working on the family farm and domestic chores which are often excluded from child labour definition could have implications for the overall developments of children. Compared to the reference group of non-working children, the educational achievements of those undertaking the various forms of activities would be impaired as work and schooling compete for time (Assefa, 2002).

This paper therefore examined the effect of child labour in the children schooling in the case of Mekelle city.

The major conclusions that emanate from the study are the followings:

- The study finding indicates that the main cause that forces children to engage in working activities is the wide spread poverty in their families. Poverty and the need of poor families for income are the most important factors that push children to engage in working activities
- The conclusion one can draw from this finding is that living arrangements sometimes does have a direct impact on whether a child should work or not and other intervening variables such as poverty, migration status, death of parents may facilitate the process.
- The other main factor that frequently mentioned by the children when the researcher discussed with them was: loss of interest in schooling and the repetition of grade and the lowest grade they scored discouraged them to continuing in their schooling as result they migrate to Mekelle to search a job without permission of their parents or guardians.
- It is found that education strengthen itself, the number of working children declines with the increase in the educational level of the parents. Specially as mother's level increase the

number of working children shows decrease, meaning that parental education level of the increases household awareness about the importance of education and the detrimental impacts of excessive children's education.

- The general picture one can get from this finding is that the majority of child workers are working several days of the week for long hours with little or no time for study, schooling and leisure. As a result their educational achievement obviously restrain by this situation.
- Impact on education- the study shows that a large number (80 %) of child labourers that participated in the study are either illiterate or school dropouts. Moreover, child labourers who were currently attending school find it hard to concentrate in class because they are extremely exhausted from long hours (on average 11.15 hours per day) of work. The findings of the study shows that child labourers are working for long hours, sacrificing time and energy they may have spent at school or leisure enjoying their childhood. They are losing the vital opportunity education provides in equipping them with the knowledge and life skills. The continuous involvement of children in working with little or no prospect of education perpetuates the vicious circle of poverty.

5.2 Recommendations

Based on the results of this study, the following recommendations are made:

- Thus, in order to reduce the negative impact of child labour on the education of the children it requires solving the problems that families and children face which are primarily economic in nature. As a result Parents should be given encouragement and advice on how to start income generating activities. Schemes like credit facilities should also have to be arranged for them. This will enable parents to give up the income contribution of their children and to meet their basic needs.
- It has been found that education level of the parents have interesting implications for the child time allocation decision. Adult training through formal and informal means can be a potential area to focus on to mitigate child labour and build human capital via investment in education of children.
- The education of children is the basis for sustained national economic development. However, large proportion of the child workers that participated in the study was either illiterate or school dropouts. Therefore, policy measures that resort child workers from work to school should be put in place so as to make public schools well equipped and attractive to children and their parents.

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Appendix

Appendix A:

Questionnaire to be responded by child labourers in Mekelle city

This Questionnaire is prepared by a post graduate student in Mekelle University to deal with his master thesis for partial fulfilment of Masters Degree in development studies. The main purpose of this questionnaire is to assess the effects of child labour on the children's education: the case of Mekelle city, Tigray, Ethiopia.

Dear respondents, your valuable information has great role on the accomplishment of the research. Therefore, I kindly request you to give a response honestly and I want to assure you that the information you provide would be used purely for academic purpose.

General Directions for Enumerators

1. Please asks the question clearly and patiently until the respondents understands.
2. During the process put the answers of each respondent on the space provided and make a tick mark in the boxes given and also chose the number for your appropriate the answers for questions provided in the forms of table.

Enumerator's name _____

Signature and date _____

Section I: Demographic characteristics of the child and family

1. Age of the child _____
2. Gender ☐ Male ☐ Female
3. Place of birth ☐ Mekelle ☐ out of Mekelle
4. Are both your parents alive?
☐ Yes ☐ No

5. If your answer for question numbers four is No, who is deceased?

☐ Father ☐ Mother ☐ Both of them

6. With whom are you living?

☐ Both parents ☐ Mother ☐ Father
☐ Alone ☐ Relatives Others, Specify_____

7. Are your parents living in Mekelle, Currently?

☐ Yes ☐ No

8. What is the size of your family (parents or your guardian)? _____ (number)

9. What is the sex of head of the family (parents or your guardian)?

Male female

10. What is you parent's marital status of the head of the family (parents or guardian)?

☐ Married ☐ Divorced
☐ Widowed ☐ Single

11. What is your father's educational attainment level?

☐ Illiterate ☐ Read and write ☐ 1-6
☐ 7-12 ☐ Diploma ☐ Degree

12. What is your mother's educational attainment level?

☐ Illiterate ☐ Read and write ☐ 1-6
☐ 7-12 ☐ Diploma ☐ Degree

13. What is the occupation of your mother?

☐ Government employee ☐ Self employment (own business) ☐ Farming
☐ Daily labourer ☐ Domestic labourer other, specify_____

14. What is the occupation your father?

☐ Government employee ☐ Self employment (own business) ☐ Farming

☐ Daily labourer ☐ Domestic labourer other, specify _____

15. Who earns the main source of income for the family?

☐ Mother ☐ Father ☐ Child
☐ Relatives ☐ Others ☐ Combination of above

16. Do you think the total amount of family income sufficient amount of money to support your family?

☐ Yes ☐ No ☐ No response

Section II: The working conditions of the child.

17. The child main activity

☐ Work only ☐ combines work and school

18. In what type of work are you participating? _____

19. At what time do you start working? _____ (AM)

20. At what time do you finish working? _____ (PM)

21. How many times do you work in a week?

☐ The whole week ☐ Six days ☐ Five days ☐ Four days
☐ Three days ☐ Two days ☐ One day

22. Do you work on holidays?

☐ Yes ☐ No

23. How many hours per day do you rest? _____ (hours)

24. In your job you are working as?

☐ Full time worker ☐ Part time workers ☐ Half day worker
☐ Temporary worker others (specify) _____

25. Describe briefly the activities carried out and the service offered to your clients?

26. Do you face any problems or difficulties with your present job?

☐ Yes

☐ No

27. If your answer yes for question number twenty six describe the main problems or difficulties and the reasons for the difficulties?

Section III: Factors that determine the child school attendance or combine with work

28. For how many years have you done this work? _____ (year)

29. Who introduced you to this working activity?

☐ No one (by myself)

☐ Parents arranged it

☐ Friends

☐ Relatives

☐ Neighbours

Other (specify) _____

30. What was the main reason that made you start to work?

☐ Family broke up

☐ workaholic culture

☐ Peer influence

☐ Low family income

☐ I have no one to support me

☐ Forced to work by guardians/parents

☐ Death of parents

Others (specify) _____

31. If you forced by your parents/guardian to work, what you think made them to do that? _____

32. Please select 1 for Yes 2 for No in response of the statements

	School related factors	
No.	Statements	Yes=1 No=2
1	Is there any school near to your working area?	
2	Did the far distance of the nearest school negatively affect your decision to go to school	
3	Was the high cost of schooling among the reasons forced you to work?	
4	Did low quality/unconducive environment of school pushed you to work	

33. Would you like to stop working if you could? ☐ Yes ☐ No

34. If your answer is yes, why do you want to stop?

- ☐ Do not like to work
 ☐ Health problem
☐ Do not like the work environment
 ☐ Make too tired to go to school
☐ Do not like the physical Abuse

35. What would you do if you do not have to do work for a living?

- ☐ Go to school full time
 ☐ Go to training institution fulltime
☐ Play /free
 ☐ Return back to my home

Others (specify) _____

Section IV: Schooling participation of the child

36. Are you currently attending school?

- ☐ Yes ☐ No

37. If your answer is yes, what is your educational level?

- ☐ Pre Primary
 ☐ Primary (1-4)
☐ Complete primary (5-8)
 ☐ Secondary (9-12)

Others (specify) _____

38. If you are attending school and also working, does your work affect your studies?

- ☐ Yes ☐ No

39. Do you attend school regularly?

- ☐ Yes ☐ No

40. If you are not attending school regularly, what is your main reason?

41. How often are you absent from school?

<input type="checkbox"/> Once in a week	<input type="checkbox"/> Two times in a week
<input type="checkbox"/> Once in two weeks time	<input type="checkbox"/> Twice in a month
<input type="checkbox"/> Once in a month	others (specify) _____

42. Who is paying for your education?

<input type="checkbox"/> It is free	<input type="checkbox"/> Parents
<input type="checkbox"/> Relatives	<input type="checkbox"/> Nongovernmental organization
<input type="checkbox"/> Myself	<input type="checkbox"/> Guardian
Others (specify)	

43. What was the average of your last semester result? _____ (percent)

44. What was your rank in the last semester? _____ Out of _____ students

45. If your results low, what are the main factors?

	Subjects	Yes=1	No =2
1	No Interest at school		
2	Exhausted to attend the class		
3	Little time for study		
4	Limited capacity for schooling related expenses		
5	Other , specify		

Questions, if the answer for question number is No

46. If you never attended school, what is your main reason?

- | | |
|---|---|
| <input type="checkbox"/> Being extremely tired | <input type="checkbox"/> To work full time |
| <input type="checkbox"/> Orphan hood | <input type="checkbox"/> High cost of education |
| <input type="checkbox"/> Family does not permit schooling | <input type="checkbox"/> Family breakup |

Others (specify) _____

47. If you are a school drop outs, what is your main reason?

- | | | |
|---|---|--|
| <input type="checkbox"/> Migration | <input type="checkbox"/> Being extremely tired | <input type="checkbox"/> To work full time |
| <input type="checkbox"/> Orphan hood | <input type="checkbox"/> High cost of education | <input type="checkbox"/> Family disintegration |
| <input type="checkbox"/> Family does not permit schooling | | |

Others (specify) _____

Thank you for your time!

Appendix B:

Focus Group Discussion Questions for Child Labourers in Mekelle City

1. What do you know about child labour?
2. What were the main reasons that made you start to work?
3. What kind of families do you have?
4. What are the working conditions in your jobs?
5. What is the impact of your working activity on yours education achievement?
6. What should be done to solve the problems faced by child labourers?

Appendix C:

Focus Group Discussion Questions for Child Labourer's Parents or Guardians

1. What do you understand about child labour?
2. Do you think education plays important role for your children's future?
3. Would you allow yours' children to work as long as it is safe for them work if the circumstances do not endanger their well-being?
4. What was your the major reason to push your child to work?
5. What do you think should be done to solve the problems faced by child labourers?